**Summary of big ideas from the day**

* Teaching the process of science is important, but it means giving something up content-wise – need to make decisions about what to replace
  + *How do we truly integrate?*
* Making sure that students have the tool belt to do the things we ask them to do, including asking good and appropriate questions, is critical
* Almost all textbooks have blatant misconceptions about the process of science embedded in them
* Scientists and science teachers get almost no training in explaining the process of science – we need to do background reading
  + *Personal experience is not complete*
* There is a consensus that the linear representation of the scientific method is not accurate
* Science is storytelling in different forms – the narrative can be very powerful in teaching about the process
  + *Why is there resistance from scientists about using narrative?*
* You have to be deliberate going in to a course in order to teach the process of science; it’s easy to get lost in the content
* You want students to get experience with the process
* Important for students to reflect on the experience
* Emphasis on the fact that science changes and self-corrects
* The process of science should be brought forth in resources/texts, and students should have the opportunity to engage in science within the text (e.g. texts should be embedded with data)
* Emphasis on the idea that curiosity and openness is a part of science
* Misconceptions are the SAME across many different levels, even those with a significant amount of research experience
* Explicitly ask students about their misconceptions in order to address those misconceptions – find out where they are on the spectrum of understanding
* Having agreed that teaching the process of science needs to be explicit, how do you avoid it becoming didactic part of curriculum?